

# Identifying Indiana's Highly Qualified Teachers

As mandated by the  
*No Child Left Behind Act of 2001*

Updated 2009

## **No Child Left Behind Act – Introduction**

The *No Child Left Behind Act of 2001* (NCLB) emphasizes the importance of teacher quality in improving student achievement and requires each State Educational Agency (SEA) to develop and implement a plan to help local educational agencies (LEAs) within the state, ensure that public school teachers are highly qualified at the time of hire or will be within the same academic year hired. The highly qualified requirements established in this document apply to public school teachers and extend to all teachers employed by agencies or entities under the authority of the SEA. Teachers employed by juvenile and correctional institutions and other alternative educational settings considered LEAs under state law or under the authority of the SEA must be highly qualified as well. If such agencies are neither LEAs nor under the authority of the SEA, the highly qualified requirements do not apply to the teachers they employ.

### **Highly Qualified Teacher Requirements and the Core Academic Subjects**

NCLB requires LEAs to ensure that public elementary school teachers are highly qualified to teach the basic elementary school curricula, and that junior high, middle and secondary school teachers are highly qualified to teach each core academic subject in which they are the primary instructor. The **core academic subjects** are defined as the following: **English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, history, geography, and fine arts.** [34 CFR § 200.55(c)] *Please note that special education teachers who are the primary instructors of elementary academic content or core academic subjects must meet the highly qualified requirements. Teachers of English as a New Language (English as a Second Language) who provide instruction in core academic subjects must also meet the highly qualified requirements.* The highly qualified requirements do not apply to teachers of content in physical education, health education, career and technical education, driver education, business education, technology education, speech language pathologists, or media specialists *unless they teach a core academic subject.*

### **High Objective Uniform State Standard of Evaluation (HOUSSE)**

The High Objective Uniform State Standard of Evaluation or HOUSSE is a rubric that **veteran teachers, who have not otherwise met the definition of highly qualified, can use** to assess their credentials, course work, professional experience and activities in order to meet the highly qualified requirements. The purpose of the HOUSSE rubric is to provide “objective coherent information about the teacher’s attainment of core content knowledge in the academic subjects in which a teacher teaches.” [20 USC 7801 (23)]

### **Using the Indiana HOUSSE Rubric**

Veteran elementary school teachers, *who have not otherwise met the definition of highly qualified*, use the rubric to *globally assess all of the core academic elementary subjects.* Veteran junior high, middle and secondary school teachers, *who have not otherwise met the definition of highly qualified*, use the rubric to assess individually each core academic subject. Elementary school teachers who have a valid Indiana elementary school education teaching license and who earn 100 points on the rubric have met the highly qualified requirement. Junior high, middle and secondary school teachers who have a valid Indiana teaching license for the appropriate school setting and who earn 100 points in the core academic subject assessed, have met the highly qualified requirement and are highly qualified to teach that core academic subject. The HOUSSE rubric is available online at: <http://www.doe.in.gov/hqt/>

**NOTE: The *HOUSSE* is not an option for new teachers** (e.g., teachers with less than one year of teaching experience earned while holding a valid teaching license). However, once a teacher has earned one year of teaching experience while holding a valid teaching license, that teacher is considered a veteran teacher and may use the rubric, if necessary.

## NCLB Highly Qualified Teacher Requirements

### How to Use this Document

This document is divided into four sections. Section A explains which special education teachers are required to meet the highly qualified requirements. The rest of the document outlines the highly qualified requirements for veteran teachers in Section B, new teachers in Section C, and alternate route to licensure teachers in Section D.

**NOTE: Indiana licensing requirements differ from what constitutes a highly qualified teacher. Teachers who teach elementary academic content or core academic subjects must meet both the licensure requirements for the state and the highly qualified teacher requirements. For accreditation purposes, please consult the Assignment Code [www.doe.state.in.us/dps/licensing/assignmentcode/welcome.html](http://www.doe.state.in.us/dps/licensing/assignmentcode/welcome.html) to determine whether your licensure is appropriate for your teaching assignment.**

## Section A: Highly Qualified SPECIAL EDUCATION Teacher Definitions

### Guiding Principles

Since students with disabilities are *expected to meet the same standards as other students*, teachers who deliver instruction to students with exceptional needs **are also required to meet the teacher standards for content knowledge**. Students with exceptional needs are to receive instruction from teachers who are highly qualified to teach elementary academic content and core academic subjects. In addition, teachers of students with exceptional needs must meet the state's special education licensure requirements for the school setting they are teaching in order to be identified as highly qualified.

### ***Individuals with Disabilities Education Improvement Act of 2004***

The November 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) reinforces the NCLB highly qualified mandate by defining a highly qualified public elementary and secondary school special education teacher. The reauthorized IDEA states that special education teachers must have: obtained full State licensure as a special education teacher (including certification obtained through alternative routes to licensure), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except for public charter school teachers who must meet the requirements set forth in the State's public charter school law; hold at least a bachelor's degree; and have met the NCLB highly qualified requirements.

NCLB requires a special education teacher to be highly qualified if they are the primary instructor in elementary academic content or core academic subjects. In this scenario, NCLB requires special education teachers to meet the same highly qualified requirements as general education teachers.

## Licensed Special Education Teachers Required to Meet the NCLB Highly Qualified Definition

**Note:** *Special education teachers who are the primary teachers providing instruction to students in elementary or secondary core academic subjects must meet the same highly qualified requirements as general education teachers.*

**Core Academic Elementary School Teacher:** The special education teacher is the primary teacher providing instruction to the student in the core academic elementary subjects. If you are a core academic elementary school teacher, you will need to meet the highly qualified requirements for either a veteran teacher in Section B, a new teacher in Section C, or an alternate route to licensure teacher in Section D.

**Core Academic Junior High, Middle or Secondary School Teacher:** The special education teacher is the primary teacher providing instruction to the student in a core academic subject. If you are a core academic teacher, you will need to meet the highly qualified requirements for either a veteran teacher in Section B, a new teacher in Section C, or an alternate route to licensure teacher in Section D.

**Team Teaching (Special Education Teacher and a General Education Teacher):** The special education teacher works in the general education class alongside a highly qualified teacher of core academic subjects or elementary academic content. The special education teacher and the general education teacher share responsibilities for the design and delivery of instruction, as well as the evaluation of student performance. If you are a special education teacher who team teaches, you will need to meet the highly qualified requirements for either a veteran teacher in Section B, a new teacher in Section C, or an alternate route to licensure teacher in Section D.

## Licensed Special Education Teachers NOT Required to Meet the NCLB Highly Qualified Definition

**Co-Teacher:** The special education teacher works within the general education setting in which a highly qualified general education teacher provides instruction to the class on core academic subjects. The special education teacher provides direct assistance to students with disabilities (e.g., via individualized or small group instruction) *as a support* to the highly qualified teacher's instruction.

**Consultant Teacher:** The special education teacher *provides consultation* (e.g., adapts curricula, uses behavioral supports and interventions, and selects appropriate accommodations) to highly qualified general education teachers of core academic subjects.

**Resource Room Teacher:** The special education teacher provides direct assistance to students with disabilities (e.g., tutoring, reinforcement of content provided in the general education setting) *in segregated settings* (e.g., resource class setting, self-contained classroom) *after the students receive instruction* on core academic subjects from a highly qualified general education teacher.

**Non-Core Academic Instruction Teacher:** The special education teacher provides direct instruction to students with disabilities *on non-core academic subjects* (e.g., life skills, study skills, community-based instruction).

## Section B: Highly Qualified VETERAN Teacher Requirements

A veteran teacher is an individual with one or more years of teaching experience earned while holding a valid teaching license.

**NOTE:** Indiana licensing requirements differ from what constitutes a highly qualified teacher. Teachers who teach elementary academic content or core academic subjects must meet both the licensure requirements for the state and the highly qualified teacher requirements. For accreditation purposes, please consult the Assignment Code [www.doe.state.in.us/dps/licensing/assignmentcode/welcome.html](http://www.doe.state.in.us/dps/licensing/assignmentcode/welcome.html) to determine whether your licensure is appropriate for your teaching assignment.

**NOTE:** For information about the PRAXIS exams refer to the Office of Educator Licensing and Development website: [www.doe.in.gov/dps](http://www.doe.in.gov/dps) or the Educational Testing Services, Inc. website: [www.ets.org](http://www.ets.org).

**NOTE:** The HOUSSE is available online at: <http://www.doe.in.gov/hqt/>

### Highly Qualified VETERAN Elementary School Teacher (Grades K-6)

- ☐ Must hold a valid Indiana elementary school education teaching license, includes Elementary Primary (grades K-3) setting, Elementary Intermediate (grades 4-6) setting, or a special education teaching license that includes elementary school settings; and
- ☐ Must have accomplished at least **one** of the following:
  - a. Passed the PRAXIS II exam entitled “Elementary Education: Curriculum, Instruction and Assessment,” #10011; or
  - b. Passed the National Teacher Exam (NTE) Specialty test entitled “Education in the Elementary School,” #20010; or
  - c. Earned 100 points on the HOUSSE for elementary school teachers.

### Highly Qualified VETERAN Junior High and Middle School Teacher (Grades 6-8)

- ☐ Must hold a valid Indiana teaching license appropriate for grades 6-8, includes Junior High/Middle School (6-8), Secondary (grades 5-12,) or a special education teaching license that includes middle school grades; and
- ☐ Must have accomplished at least **one** of the following:
  - a. Passed the required PRAXIS II exam or the NTE specialty exam for each core academic subject the individual teaches; or
  - b. Achieved National Board for Professional Teaching Standards (NBPTS) certification in the core academic subject the individual teaches; or
  - c. Completed coursework equivalent to an academic major (24 credit hours) in each core academic subject the individual teaches; or
  - d. Earned a master’s degree in each core academic subject the individual teaches; or
  - e. Earned 100 points on the HOUSSE for each core academic subject the individual teaches.

### Highly Qualified VETERAN Secondary School Teacher (Grades 9-12)

- ❑ Must hold a valid Indiana secondary education teaching license or a special education teaching license (grades 9-12); and
- ❑ Must have accomplished at least **one** of the following:
  - a. Passed the required PRAXIS II exam or the NTE specialty exam for each core academic subject the individual teaches; or
  - b. Achieved NBPTS certification in the core academic subject the individual teaches; or
  - c. Completed coursework equivalent to an academic major (24 credit hours) in each core academic subject the individual teaches; or
  - d. Earned a master's degree in each core academic subject the individual teaches; or
  - e. Earned 100 points on the HOUSSE for each core academic subject the individual teaches.

## Section C: Highly Qualified NEW Teacher Requirements

A new teacher is an individual with less than one year of teaching experience earned while holding a valid teaching license.

**NOTE:** Indiana licensing requirements differ from what constitutes a highly qualified teacher. Teachers who teach elementary academic content or core academic subjects must meet both the licensure requirements for the state and the highly qualified teacher requirements. For accreditation purposes, please consult the Assignment Code [www.doe.state.in.us/dps/licensing/assignmentcode/welcome.html](http://www.doe.state.in.us/dps/licensing/assignmentcode/welcome.html) to determine whether your licensure is appropriate for your teaching assignment.

**NOTE:** For information about the PRAXIS exams refer to the Office of Educator Licensing and Development website: [www.doe.in.gov/dps](http://www.doe.in.gov/dps) or the Educational Testing Services, Inc. website: [www.ets.org](http://www.ets.org).

**NOTE:** Per *No Child Left Behind*, new teachers do not qualify to use the HOUSSE.

### Highly Qualified NEW Elementary School Teacher (Grades K-6)

- ❑ Must hold a valid Indiana elementary school education teaching license or a special education license that includes elementary school grades; and
- ❑ Passed the required PRAXIS II elementary education licensing exam entitled "Elementary Education: Curriculum, Instruction and Assessment," #10011. Special education elementary school teachers must also pass this PRAXIS II exam to be highly qualified to teach the elementary academic content.

### Highly Qualified NEW Junior High and Middle School Teacher (Grades 6-8)

- ❑ Must hold a valid Indiana teaching license appropriate for grades 6-8 or a special education license that includes middle school grades; and
- ❑ Must have accomplished at least **one** of the following:
  - a. Passed the required PRAXIS II licensing exams for each core academic subject the individual teaches; or

- b. Bachelor's degree in each core academic subject the individual teaches; or
- c. Completed coursework equivalent to an academic major (24 credit hours) in each core academic subject the individual teaches; or
- d. Earned a master's degree in each core academic subject the individual teaches.

### Highly Qualified NEW Secondary School Teacher (Grades 9-12)

- ☐ Must hold a valid Indiana secondary education teaching license or a special education license (grades 9-12); and
- ☐ Must have accomplished at least **one** of the following:
  - a. Passed the required PRAXIS II licensing exams for each core academic subject the individual teaches; or
  - b. Bachelor's degree in each core academic subject the individual teaches; or
  - c. Completed coursework equivalent to an academic major (24 credit hours) in each core academic subject the individual teaches; or
  - d. Earned a master's degree in each core academic subject the individual teaches.

### Highly Qualified NEW Special Education Teacher

**NOTE:** See Section A: "Highly Qualified Special Education Teacher Definitions" to determine which special education teachers must meet NCLB's highly qualified requirements.

- ☐ Must hold a valid Indiana special education teaching license; and
- ☐ Meet Section C: "Highly Qualified New Teacher Requirements" for the school setting the individual is licensed to teach.

**NOTE:** The 2004 IDEA amendments provide that special education teachers new to the profession who teach multiple core academic subjects and who are highly qualified in mathematics, language arts, or science at the time they are hired, have two additional years after the date of hire to become highly qualified in all other core academic subjects they teach, including through use of the HOUSSSE. ***This exception of a NEW teacher using the HOUSSSE, applies ONLY to teachers who teach exclusively to special education students and who are highly qualified in one of the three specified core academic subjects (mathematics, language arts, or science) at the time they are hired.***

## Section D: Highly Qualified ALTERNATE ROUTE TO LICENSURE Teachers

Individuals enrolled in alternate route to licensure programs can be considered highly qualified if they meet the standards listed below.

**NOTE:** Indiana licensing requirements differ from what constitutes a highly qualified teacher. Teachers who teach elementary academic content or core academic subjects must meet both the licensure requirements for the state and the highly qualified teacher requirements. For accreditation purposes, please consult the Assignment Code [www.doe.state.in.us/dps/licensing/assignmentcode/welcome.html](http://www.doe.state.in.us/dps/licensing/assignmentcode/welcome.html) to determine whether your licensure is appropriate for your teaching assignment.

**NOTE:** For information about the PRAXIS exams refer to the Office of Educator Licensing and Development website: [www.doe.in.gov/dps](http://www.doe.in.gov/dps) or the Educational Testing Services, Inc. website: [www.ets.org](http://www.ets.org).

### **Highly Qualified ALTERNATE ROUTE TO LICENSURE Elementary School Teacher (Grades K-6)**

- ☐ Must have a bachelor's degree; and
- ☐ Enrolled in an alternate route to licensure program that does not exceed three years and includes the following:
  - a. Receives high-quality professional development that is classroom-focused; and
  - b. Assigned a mentor that provides guidance and ongoing support; and
  - c. Assumes function as a teacher for a period not to exceed three years; and
  - d. Demonstrates satisfactory progress toward full licensure as prescribed by the State.
- ☐ **Passed the required PRAXIS II elementary education licensing exam entitled "Elementary Education: Curriculum, Instruction and Assessment," #10011. Special education elementary school teachers must also pass this PRAXIS II exam to be highly qualified to teach the elementary academic content.**

### **Highly Qualified ALTERNATE ROUTE TO LICENSURE Junior High, Middle and Secondary School Teachers (Grades 6-8 and 9-12)**

- ☐ Must have a bachelor's degree; and
- ☐ Enrolled in an alternate route to licensure program that does not exceed three years and includes the following:
  - a. Receives high-quality professional development that is classroom-focused; and
  - b. Assigned a mentor that provides guidance and ongoing support; and
  - c. Assumes function as a teacher for a period not to exceed three years; and
  - d. Demonstrates satisfactory progress toward full licensure as prescribed by the State.
- ☐ **Must have accomplished at least one of the following:**
  - a. **Passed the required PRAXIS II licensing exams for each core academic subject the individual teaches; or**
  - b. **Completed coursework equivalent to an academic major (24 credit hours) for each core academic subject the individual teaches; or**
  - c. **Earned a master's degree in the core academic subject the individual teaches.**

**NOTE:** If the teacher does not complete the alternate route to licensure program within three years, the teacher is no longer considered highly qualified.

### **Online Information and Questions**

This document and the HOUSSE are available online at: <http://www.doe.in.gov/hqt/>. Please submit questions via e-mail to: [HQT@doe.in.gov](mailto:HQT@doe.in.gov)

HQTDefinitions-2009.doc



